

## POLICY IMPLEMENTATION EVALUATION OF THE TRAINING MANAGEMENT OF RIAU ISLANDS PROVINCE'S TRAINING CENTER

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### Abstract

*This study aims to evaluate the implementation of the training management of Riau Island Province's Training Center. This study used a qualitative approach, which uses a model discrepancy which includes four stages: (1) design, (2) installation, (3) process, and (4) product. In the data collection is done through observation, in-depth interviews and documentation study. Interviews were conducted to business and policy makers at the Training Center of Riau Islands province, trainees and other stakeholders. The results of this study concluded that based on the discrepancy evaluation, the implementation of the training management of Riau Island Province's Training Center, although in terms of policy implementation designation (design) and the preparation of implementation (installation) is quite good, but the execution (process) can not run properly so that the achievements results (product) is not satisfactory.*

**Keywords:** *Training management, training and discrepancy*

Economic development basically is an interaction of various groups of variables, including human resources, natural resources, capital, technology and others. Economic growth is one of the government's attention in its economic development strategy (pro-growth). Improved economic conditions are expected to provide better opportunities for achieving development objectives in other fields, thereby pursuing economic growth as an indicator of development success (Riyadi: 2004, 19). This also happens in other countries, such as Ethiopia (Dessie and Ademe: 2017) as well as Rwanda (Procknow: 2017).

Entering the economic cooperation of Southeast Asian Nations through the ASEAN Economic Community (AEC) 2015 and the world free market in 2020 will lead to tough competition in finished goods / commodities and services. Learning from other countries according to research results in Japan (Hara: 2017) also in India (Unni: 2016). Business development and market competition today move very quickly and dynamically. This means that Indonesia must improve the competitiveness of both the quality of production and services. Increased competitiveness is started from the preparation of qualified human resources is a competitive factor facing competition. For Indonesia to realize competent and competitive human resources in the international arena is the key to win the competition in the global era.

Given the need for more competent human resources in their fields and tight competition among the workforce in the world of work it is necessary to make efforts to create a competent workforce that is ready to meet the needs of the job market through job training. In accordance with the provisions of Article 1 paragraph (9) of Law Number 13 Year 2003 concerning Manpower, the definition of job training is the overall activity to give, obtain, improve, and develop work competence, productivity,

discipline, attitude, and work ethic at the skill and skill level Certain according to the level and qualification of position or occupation.

After the establishment and inauguration of Riau Islands Province, Tanjungpinang Training Center was inaugurated as the Technical Implementation Unit of the Department of Manpower and Transmigration of Riau Islands Province. Organization and Working Procedures of Riau Islands Province's Training Center was established based on Riau Islands Governor Regulation No. 32 Year 2009 which was ratified on 14 December 2009. At the beginning of the establishment was a training institution that has a very special role and function. His contribution to the preparation of qualified workforce is highly relied upon by the community and the company and the world of work as labor users.

But over time and the changes in government systems and policies. Riau Islands Province's Training Center can not improve its existence. The underlying problems are: institutional status, confined maintenance and repair, stagnation of regeneration of human resources, training existence, stagnancy of innovation programs and so on. To improve its existence, its role, and its function and contribution are no longer appropriate if it is done sporadically and patchwork. But it must be followed by a comprehensive policy.

Reflecting from the management of BLKI Makassar (Hanrahmawan: 2010), For the purpose of improving public accountability and performance of Riau Islands Province's Training Center needs to conduct an evaluation in order to know the success and weakness of the implementation of its policy as a training organizer in the region. As mandated Regulation of the Minister of Manpower and Transmigration No. 11 of 2013 on Guidelines for Implementation of National Job Training System in the Region, Appendix CHAPTER IV especially related to the Implementation of Job Training.

Stufflebeam, Madaus and Kellaghan argue that "Evaluation is the systematic and objective determination of the worth or merit of an object" (Stufflebeam, Madaus and Kellaghan : 2002). Evaluation performs several main functions in policy analysis. First, and most important, the evaluation of reliability and valid information about policy performance, that is, the extent to which needs, values, and opportunities have been realized through public action. In this respect, evaluation reveals the extent to which certain goals and objectives have been attained. Second, evaluation contributes to the clarification and critique of values that underline the selection of goals and objectives. Third, evaluation may contribute to the application of other policy-analytic methods, including problem structuring and recommendation. Information about inadequate policy performance may be redefined. Evaluation can also contribute to the definition of new or revised policy alternatives by showing that a previously favored policy alternative should be abandoned and replaced with another one (Dunn: 2008, 353-354).

Based on the above-mentioned thinking, this research tries to explore more deeply about the implementation of the policy of organizing Job Training in Riau Islands Province's Training Center in the hope of giving thought contribution in the implementation of the management of Riau Islands Province's Training Center in the future.

## **METHOD**

This research is an evaluation research using qualitative method. The evaluation model used is a discrepancy model that includes four aspects: (1) design, (2) installation, (3) process, and (4) the product. The instruments used in this study are observation guides, interview guides, and document study guides. In the process of data analysis, it is necessary to check the validity of the data (triangulation).

To check the validity of the data, the researcher performs source triangulation, method triangulation, theory triangulation, and investigator triangulation. The study establishes evaluation criteria with reference to relevant guidelines, rules and expert opinions.

## **RESULT AND DISCUSSION**

## **1. Design Evaluation**

The results of design evaluation in this study focused on the basic components of law, objectives and targets and follow-up.

Discussion of research results can be stated that the policy implementation of job training in Riau Islands Province's Training Center already has a good design when viewed from the aspect of basic legal support and understanding. So that the implementation of this policy is feasible to be maintained and developed. The development of this legal basis is primarily for the need of legal cover for the forms of cooperation and resource utilization in Riau Islands Province's Training Center.

When viewed from the existence and clarity of goals, vision and mission policy of the provision of job training in Riau Islands Province's Training Center has been met well. But there are still weaknesses related to the goals, vision and mission of Riau Islands Province's Training Center, namely the lack of commitment from stakeholders. This happens because of the lack of socialization and understanding towards the realization of the objectives, vision and mission has not become the basis for the implementation of the role of the function of each party involved in the organization of job training in Riau Islands Province's Training Center.

But in addition, the policy of organizing job training in Riau Islands Province's Training Center already has a good design when viewed from the aspect of accuracy of target and action plan.

## **2. Installation Evaluation**

The results of the installation evaluation in this study focused on the required resource components, institutional and human resources, the fulfillment of infrastructure and facilities, as well as work programs and funding.

Discussion of research results indicate that in the implementation of the policy on the implementation of job training in Riau Islands Province's Training Center has had clear details about the criteria or qualification of the required resources, the amount or proportion, as well as the method of procuring the required resources. It also has clear details about organizational structure and working procedures.

In addition, there has been a team of organizational capacity improvement / revitalization based on Governor's Decree No. 870 of 2014 and has changed the composition of membership with the issuance of the Decree of the Governor of Riau Islands Number 678 of 2015, dated January 27, 2015.

In the provision of job training in Riau Islands Province's Training Center infrastructure and facilities, which are (1) Building and Training Room Settings; (2) Office space and supporting facilities; (3) Workshops and equipment, have met the standards.

The results of the evaluation in this study indicate that in the implementation of job training in Riau Islands Province's Training Center monthly, annual and five yearly work program has been made, in addition funding sources / budget to run the program activities clearly and still can be developed.

## **3. Process Evaluation**

The result of process evaluation in this research is focused on component of activity implementation, cooperation relationship, application of curriculum relevance, evaluation, monitoring, and constraint and support factor.

Discussion of research results on the implementation of activities in the provision of job training in Riau Islands Province's Training Center in terms of human resources / personnel conditions are still lacking, both in terms of quantity and quality, seen from the condition of infrastructure and facilities sufficient and the condition of budget management is considered to be in compliance with the provisions although In terms of the amount of budget allocations for the implementation of activities is not sufficient, because the budget for the financing of activities is unity with the allocation for all the Department of Manpower and Transmigration.

The Riau Islands Province's Training Center services can be extended not only to the training process but gradually cover new education, certification, information dissemination, placement, production and pioneering services.

Related cooperation relationship in the implementation of job training in Riau Islands Province's Training Center, there has been a relationship of cooperation with the world of formal education as well as with the business world / industrial world.

Riau Islands Province's Training Center can create an alliance strategy through the principle of resource sharing with other educational institutions such as polytechnics for D1-D3 education, as well as the industrial world for in-house training in company, or other forms of cooperation.

The cooperation must be arranged with legal cover in the form of Governor Regulation concerning Cooperation of Resource Utilization of Riau Islands Province's Training Center.

Application of curriculum relevance in the provision of vocational training in Riau Islands Province's Training Center has not been implemented yet even there is no training needs assessment (TNA), as well as revision of training curriculum based on the development of business / industry has not been done.

In the implementation of vocational training in Riau Islands Province's Training Center there has been an annual evaluation activities made in the report in writing. Follow-up evaluation results, such as making policy improvements have also been implemented as well as law enforcement in the form of sanctions in accordance with the provisions applicable when violating regulations have been implemented. There are also monitoring / supervision activities to oversee the implementation of the policy on a regular basis as well as the enforcement of the inherent supervision implementation.

The results of the evaluation in this study indicate that the identification of constraints and supporting factors in the organization of job training in Riau Islands Province's Training Center has been done so that it can be used as one of the reference for improvement of the implementation of the policy in the future.

#### **4. Product Evaluation**

The results of product evaluation in this study focused on the component results, responsiveness, quality control procedures, and development.

Discussion of the research results is the result of evaluation in this study indicates that the results of policy implementation, with some indicators related to the increase in the number of training graduates has not been met, the indicator of the increase in the number of graduates who get the job is also not fulfilled, as well as Indicators of increasing the number and form of cooperation. Whereas from the cooperation that can be implemented, has the potential to obtain an increase in the effectiveness level of Training Center resources in accordance with the capacity of the institution.

Related to the responsiveness in the organization of vocational training in Riau Islands Province's Training Center, there was no satisfactory response from policy implementers and from stakeholders. And there is no quality control procedures and continuous improvement in the form of bureaucracy reform in Riau Islands Province's Training Center.

In addition, the results of the evaluation in this study indicate that in the implementation of job training in Riau Islands Province's Training Center there is no development program in the form of the implementation of competitiveness strategy, as well as development programs related to funding capabilities, personnel capabilities, provision of infrastructure and facilities, Job market, nothing yet. Although there are already development programs in the form of marketing training programs and graduates.

## **CONCLUSIONS**

From the discussion it can be concluded that based on the evaluation of the gap, implementation of policies on the implementation of job training in Riau Islands Province's Training Center, although from the side of policy implementation designation (design) and the preparation of implementation (installation) is quite good, but in the implementation (process) Should be so that the outcome of the product (product) has not been satisfactory.

Based on the conclusions of the research results, the recommendations submitted for follow up are as follows:

1. Implementation of job training in Riau Islands Province's Training Center must be done seriously, focused and professionally led by competent and visionary officials. In determining Head of Training Center must pass competency test through assessment test or open selection.
2. Important elements to be prepared in the provision of job training in Riau Islands Province's Training Center to be successful as a qualified vocational education institution, including: the policy of alignment by the regional head (Governor), budget / financing support, infrastructure and facilities support, Competent trainer, application of competence and qualification standardization and cooperation relation with other education world, industrial world and society.
3. Riau Islands Province's Training Center must immediately prepare a provincial-level Training Need Analysis (TNA) with reference to the development potential of the Regency / City region and also the direction of economic development including the territorial status specified as Free Trade Zone (FTZ) or Regions Special Economy (KEK). This TNA result will be used as the main reference in the application of the relevance of the training curriculum.
4. Riau Islands Province's Training Center service can be extended not only based on the training process but gradually includes new education, certification, information dissemination, placement, production and pioneering services.
5. Riau Islands Province's Training Center can create an alliance strategy through the principle of resource sharing with other educational institutions such as polytechnic for the implementation of D1-D3 education, as well as with the industrial world for the organization of in-house training, or other forms of cooperation . This needs to be regulated in a clear legal cover of the Governor Regulation on the Cooperation of the Use of Training Center.
6. Riau Islands Province's Training Center must immediately develop a road map of development: short, medium term, and long term.

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